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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) a text designed for basic writing students; (2) the role of the planning board in college freshman writing; (3) teaching the composing process to college level basic writers; (4) a modified Delphi application of writing skills in community college vocational/technical programs; (5) the effect of decision making instruction on the simple expository writing of sixth grade students; (6) theory and practice of writing across the curriculum; (7) a curriculum to stimulate psychological development and writing maturity in college freshmen; (8) a model for evaluating student writing; (9) the quality of fourth grade children's creative writing resulting from three motivation approaches; (10) participating teachers' perceptions of and attitudes toward a National Writing Project workshop; (11) the cognitive dimension of writer's block; (12) syntactic and rhetorical organization and the teaching of freshman composition; (13) an examination of a stage/process tutorial model for teaching English composition; and (14) the effectiveness of a freshman composition values curriculum for developing competency in the presentation of alternative ideas in writing. (HTH)

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Teaching of Writing:

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Barkman, Patricia Ruth
THE ROLE OF THE PLANNING BOARD IN THE WRITING OF COLLEGE FRESHMEN

Bell, Jane E.
AN INVESTIGATION OF NARRATIVE BLEND IN THE EXPOSITORY WRITING OF STUDENTS ENROLLED IN INTRODUCTORY COLLEGE COMPOSITION COURSES

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"THE WRITER'S WORKBOOK": A TEXT DESIGNED FOR BASIC WRITING STUDENTS

Order No. 8118684

ARNOLD, ALLEN DAVID, ED.D. *Virginia Polytechnic Institute and State University*, 1980. 311pp.

The purpose of this dissertation has been to design materials which develop writing skills in Basic Writing (BW) students. In the course of creating these materials, current "schools" of thought on teaching composition and textbooks reflecting these approaches have been examined only to find that "traditional" (or even the most innovative) approaches do not work because they do not consider the characteristics of the learning style of BW students, whose writing resembles what Piaget termed "verbal syncreticism" in children. Research has indicated that certain techniques like attention getting devices and advance organizers direct students to the important points, which they cannot see for themselves. Combined with these techniques is the belief that BW students need to be shown (rather than told) and to experience the process of composing an effective paper and that by being shown and led through the patterns of planning and organization, they will develop a "feel" for a well-written paragraph, a sense which they have not developed due to their limited exposure to well-written materials.

This showing can best be accomplished by the students' experiencing the phenomenon itself; by their being led through a so tightly structured intellectual experience that they "apprehend" it --- in a gestalt sense. The means of structuring such an experience consists of the use of constructs fashioned by the instructor and "superimposed" on the student. "Constructs," as it is used here, might mean the use of heuristics, algorithms, or paradigms that the student can manipulate in multivarious ways, glimpsing, through the individual situations, the underlying concept. In other words, the concept should be the end product of the students' learning experience rather than the starting point. In fact, the totality of the concept may not at all times be fully clear to the students; nonetheless, they will be able to manipulate pieces of information because of the "structuring," in a way similar to the student who manages information because he has mastered the concept. While this technique may seem to be placing a very limited scope on the educational process, it does provide the opportunity for students who have never achieved, at even minimal levels, to function competently for the first time. This approach provides life-coping skills in the educational environment.

It must also be noted, however, that use of these materials in a field test situation, showed that they do not contain sufficient grammatical exercises to supplement BW students needs in this area. Consequently, the learning materials need to be used in conjunction with a basic grammatical handbook.

THE ROLE OF THE PLANNING BOARD IN THE WRITING OF COLLEGE FRESHMEN

Order No. 8124468

BARKMAN, PATRICIA RUTH, PH.D. *Indiana University of Pennsylvania*, 1981. 188pp. Chairperson: Frank Como

The storyboard is a device commonly used by people in media production to help organize the information they want to use for movies, TV advertisements, or educational and industrial presentations. On the storyboard the concepts, either pictorially or verbally represented, are displayed so that they can be rearranged, added to and deleted, juxtaposed and discussed, elaborated upon and developed. This researcher, having a background in media, incorporated and adapted the storyboard into the planning-board method so that college students could plan and organize their material for compositions.

In preparation for writing five-page research papers, two freshmen composition classes (one from Rhode Island Community College and one from Housatonic Community College) were taught how to make and use the planning board through the use of a slide presentation. After the students had gathered the necessary research, they each put the concept and detail cards on the planning board and discussed them and the organizational method they used. This discussion was taped. When the finished papers were handed in, the students filled out questionnaires regarding the advantages and drawbacks of this method.

The interviews, the questionnaires, and the protocol analysis of one case-study subject demonstrated that the planning-board method was beneficial to the students in three major ways. Through its emphasis on visual organization, it helped them set up categories and keep track of an abundance of material. Through rearrangement and juxtaposition of one idea with another, it helped them find new insights and approaches which were then easily inserted before the first drafts were written. Through its versatility, it eased the task of writing by allowing them freedom to change the treatment and macro and micro structures.

AN INVESTIGATION OF NARRATIVE BLEND IN THE EXPOSITORY WRITING OF STUDENTS ENROLLED IN INTRODUCTORY COLLEGE COMPOSITION COURSES

Order No. 8122501

BELL, JANE E., PH.D. *Iowa State University*, 1981. 155pp. Supervisor: Lynn W. Glass

This dissertation makes a contribution to composition research by enacting midrange theorizing that weds competent theoretical hypothesizing with practical classroom application.

The researcher first establishes narrative blend as a valid theoretical construct. She operationally defines the construct through creation of an instrument for analysis of narrative blend in expository writing. The construct and the instrument which operationally defines it are then used to test assertions made within an experimental curriculum design calling for the transfer of narrative techniques to expository writing (Shaffer, 1979).

The following hypotheses were tested within the study: (1) Narrative techniques in expository writing can be identified and delineated along a dimension of increasing sophistication of blend. (2) More students participating in the experimental curriculum will elect to use narrative techniques in their expository writing than will students participating in other curricula. (3) Reversing the narrative and expository components of the experimental curriculum will reduce the incidence of successful blending of narrative techniques in expository writing.

Readers analyzed the writing products of students from six sections of introductory college composition classes. They rated six writing assignments for each student from the two experimental sections to measure changes in incidence of narrative blend, as well as the effects of reversing the narrative and expository components of the experimental curriculum. Pre- and posttest writings were used as a basis for comparison with the four control sections.

The study substantiated that more students participating in the experimental curriculum used narrative blend in their expository writing than did those students experiencing other curricula. There was no evidence that the increase was dependent upon the sequencing of narrative and expository components within the experimental curriculum.

Of tangential concern was the relationship of writing apprehension to use of narrative blend. None of the instructors of either the experimental curriculum or the control groups was successful in lessening the apprehension of students toward writing as measured by the Writing Apprehension Inventory (Daly & Miller, 1975). Comparison of product scores and pre/post inventory scores did not confirm the suspected relationship of lessened writing apprehension to increased use of narrative blend.

Daly, J. A., & Miller, M. D. The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, 1975, 9, 242-249.

Shaffer, J. D. *Communicating images: A narrative based approach to the process of writing* (A curriculum design). Unpublished doctoral dissertation, Drake University, 1979.

PREWRITING, WRITING, REWRITING: TEACHING THE COMPOSING PROCESS TO BASIC WRITERS AT THE COLLEGE LEVEL

Order No. 8125093

CUMMINGS, BOBBY JEAN, PH.D. *The University of Michigan*, 1981. 247pp. Chairperson: Irene K. Heller

The purpose of the study was to determine the effectiveness of an approach to teaching basic writing predicated on a process view of composing--prewriting, writing, and revision. The students in the experimental basic writing course participated in a number of

structured, sequential activities in preparing their expository essays: (1) journal writing, (2) individual and group prewriting sessions, (3) student-teacher prewriting conferences, (4) preliminary draft workshops, (5) peer evaluations, (6) rewriting, and (7) student-teacher revision conferences. Students in the traditional course did not engage in any prewriting or rewriting activities.

Three specific questions were formulated to determine the effectiveness of the experimental course: (1) will the writing skills of the students in the experimental course improve, (2) will the students in the experimental course write better essays at the end of the semester than students in the traditional course, and (3) how will the students respond to the experimental course?

The study was implemented at a small, Catholic, urban university in the South with students assigned to basic writing at the beginning of the semester. At the beginning of the semester, each student in the experimental course, (1) answered a questionnaire assessing his writing strengths, (2) received instructions on keeping a daily log, (3) wrote a pre-test essay, and (4) wrote a history of his writing experiences as he was observed by the investigator, who recorded her observations. At the end of the semester, all students in the experimental and traditional courses wrote a post-test essay on an assigned topic in class. Students in the experimental course also wrote a step-by-step account of their composing strategies and submitted all the jottings they used in writing the post-test essay.

Thirteen randomly selected post-test essays from each treatment group were scored by two independent raters. The *t* test revealed that the mean score for the post-test essays of the students in the experimental course was significantly higher (at the .05 significance level) than those written by students in the traditional course.

In addition, the data showed that the students in the experimental course did use prewriting and revision techniques in writing their post-test essays.

WRITING SKILLS IN COMMUNITY COLLEGE VOCATIONAL-TECHNICAL PROGRAMS: A MODIFIED DELPHI APPLICATION

Order No. 8124716

DUSZYNSKI, TIMOTHY JOSEPH, D.A. *Illinois State University*, 1981. 239pp.

This research was concerned with identifying writing skills that vocational-technical students should develop during their community college studies and determining if any of these skills were relevant to the student's career after he completed his technical program. A listing of sixteen discrete writing skills was incorporated into both rounds of a two-round modification of the Delphi technique, the research methodology employed in this investigation. Members of the Wabash Valley College Vocational-Technical Advisory Council served as the responding population who rated each writing skill on a five-point ability and relevance continuum during each round.

An analysis of the data gleaned from the responses of 101 participants of both rounds of the study determined that vocational students should be proficient in each writing skill by the time they complete their programs and that each writing skill has at least some relevance to the working world. From the analysis of data the author concludes that: (1) Writing skills involving business correspondence and clear, concise prose used in business situations are considered to have a great deal of importance in the business world and should be studied and mastered by vo-tech students in anticipation of their using these writing skills on the job. (2) Writing skills not normally associated with the business world are considered to have minimum importance for vocational students. (3) Spelling correctly is considered to be of primary importance in school and on the job most likely because of the negative impression caused by incorrect spelling.

A statistical appraisal of the change in individual responses between rounds of the study indicated that although some significant change was indicated for four of thirteen subgroups analyzed, there was generally no significant change in responses between rounds for most participants. From the statistical analyses of these results, the author concludes that: (1) A distinct minority of participants were influenced by their peers as indicated by the slight degree of change in response between rounds. (2) Most participants had a firm idea of the kinds of writing skills that vo-tech students should learn in school and of the kinds of writing skills that are relevant to the job. (3) The modification of the Delphi technique that was used in this study is an appropriate research methodology to involve members of the business community in a shared curriculum input exercise.

A COMPARISON OF CHANGES IN PERFORMANCE ON SELECTED FACTOR-REFERENCED TESTS IN CONJUNCTION WITH AN INTENSIVE CREATIVE WRITING CURRICULUM

Order No. 8120612

ELLIS, WILLA MAE PALMORE, PH.D. *Saint Louis University*, 1980. 83pp.

The main purpose of this study was to find if the creative growth of a fourth grade intact classroom of students taught English through a curriculum approach emphasizing creative writing would differ significantly from the creative growth of a comparable group taught English through the regular curriculum. Both the experimental and control groups were from poverty-level schools in the same school district and were taught by teachers assessed by their superiors as excellent and student-empathic teachers. "Creative growth" was assessed through analysis by Student's *t* of mean score differences on these selected sub-tests from the Factor-Referenced Cognitive Tests: Word Beginnings, Elaboration, Hidden Words, and Different Uses.

Use of Student's *t* for independent samples revealed pre-test significant differences in Elaboration and Word Beginnings, so no pre-posttesting analysis was done on these tests' results for the experimental and control groups. Pre-posttesting analyses of the differences in the mean gains of the two groups on Different Uses and Hidden Words revealed statistically significantly larger gains (Different Uses: .05; Hidden Words: .001) for the experimental group. Each individual group's pre-posttesting mean differences then were analyzed by Student's *t* for related samples to assess the significance of the gains made by the diversely taught students. All experimental group gains were significant at .001; control group gains were significant at .01, with the exception of the results on the Different Use test, where a .05 significant *loss* was revealed.

The experimental group was also pre-posttested on two investigator-designed tests, the results of which were analyzed by Student's *t* for related samples. One test concerned the student gains in positive self-esteem and loss of negative self-esteem during the experiment; the other test concerned the student gains in positive attitudes and loss in negative attitudes toward creative writing during the same period. All results were non-significant.

In all instances the experimental group made significantly greater gains on the cognitive tests. The investigator believes that the main reasons for this were: (1) an environment that did not restrict students from expressing any "different" feelings; (2) the encouragement for and opportunity of self-correction; (3) the dynamics of instant feedback; and (4) the enthusiasm and pride engendered by seeing their work in print (typed). The investigator believes that perhaps the results on the attitude tests would have been more revealing had the experiment continued for a longer period of time, as attitudes do not change as rapidly as do abilities.

THE EFFECT THAT DECISION MAKING INSTRUCTION HAS ON THE SIMPLE EXPOSITORY WRITING OF GRADE SIX STUDENTS: A STUDY OF INCIDENTAL LEARNING TRANSFER

Order No. 8113379

FRIESEN, HENRY, ED.D. *State University of New York at Buffalo*, 1981. 178pp.

The focus of this study is on the effect of instruction in decision making on the quality of simple expository writing. From the population of grade six classrooms across four Boards of Education in the Niagara Peninsula of Southern Ontario, thirty-one classes (751 students) participated in the study. Eleven classes (280 students) made up the control group, eight classes (185 students) received instruction in decision making using the "regular" model and twelve classes (286 students) received instruction in decision making using the "complex" model. After a treatment period of five weeks, subjects were administered a simple expository writing post-test.

Findings from the study do not provide evidence that teaching decision making results in students writing more effectively. However, certain subgroups do appear to perform better (high and average achievers) or worse (low achievers) in simple expository writing when they have had instruction in decision making. Transfer effects are associated with two-way interaction effects between student achievement level, complexity of the treatment model and sex, suggesting the possibility of an intervening variable, reflectivity, and the need for further study of the mental processes underpinning simple expository writing and decision making.

THEORY AND PRACTICE OF WRITING ACROSS THE CURRICULUM: HUMANITIES/COMPOSITION LINK AT SAGINAW VALLEY STATE COLLEGE, 1977-1980

Order No. 8125049

HARLEY, KATHERINE HOWLAND, A.D. *The University of Michigan*, 1981. 207pp. Chairman: Alan B. Howes

Writing Across the Curriculum and Discipline-Based Writing programs represent attempts to involve students in more writing in all their classes and to link that writing to what students are learning in subject areas other than English. These programs rest on certain theories about the nature of the writing process and the relationship between writing and learning which suggest that writing can be an important vehicle for discovering and formulating ideas for the self, as well as providing the means through which ideas are communicated to an audience. Writing can be central to learning. Therefore, all teachers should use writing to promote effective learning of their disciplines.

Since 1965, many Writing Across the Curriculum and Discipline-Based Writing programs have been implemented, based on the following assumptions: writing is not the concern solely of the English department; linking writing with other learning improves motivation; in order to learn to write, students must have something to write about; writing growth is fostered when writing is done to understand a subject; writing should be seen as a process; writing is learned above all by writing, so reinforcement and practice are essential.

A Discipline-Based Writing course has been developed and taught at Saginaw Valley State College between 1977 and 1980. Called LINK, the program joins freshmen courses in Humanities and composition, leading to student improvement both in writing skills and in mastery of course content. Specifically, the LINK program has helped students to develop motivation and confidence for writing; to use writing to discover ideas and to forge bonds between the self and the material studied; to develop reading skills; to develop abstractive abilities and the ability to summarize; to transform ideas effectively for an audience; to write for a variety of audiences, and to gain an understanding of, and control over, writing processes.

A CURRICULUM TO STIMULATE PSYCHOLOGICAL DEVELOPMENT AND WRITING MATURITY IN COLLEGE FRESHMEN

Order No. 8126718

LADENBURG, MURIEL, ED.D. *Boston University School of Education*, 1981. 198pp. Major Professor: Ralph Mosher

The study is an attempt to build upon previous research in the area of developmental education indicating that it is possible to stimulate the psychological development of adolescents through specially designed curricula. Because much of the research in the area of compositional skills indicate that Writing Maturity is both developmental and based on cognitive processes in much the same way as ego and moral development appear to be, the researcher attempted to stimulate development in writing maturity and psychological processes and, at the same time, investigate the relationship stage of development has to competence in composition.

Two groups of late adolescents enrolled in a required Freshman Composition course at a four year college were designated as the experimental and control groups respectively. While both classes met basic course requirements as set forth by the English Department, the experimental group was subject to a variety of teaching strategies

socioeconomic data and the main variables of sex-role orientation and self-esteem.

The major results of this study can be summarized as follows: (1) Significant differences ($p < .01$) were found among the mean self-esteem scores for four sex-role orientations in the student sample. (2) No significant difference ($p > .05$) was found between mean self-esteem scores for males and females in the student sample. (3) No significant difference ($p > .05$) was found between the mean self-esteem scores for vocational-technical females and comprehensive high school females. (4) No significant difference ($p > .05$) was found between the mean self-esteem scores for vocational-technical males and high school males. (5) A significant difference ($p < .05$) was found between the masculine and feminine mean sex-role scale scores on the BSRI as a function of mean high and low self-esteem scores on the TSBI. (6) Significant differences ($p < .05$) were found among frequency distributions of female and male students of both educational settings for three of the four sex-role orientations.

Additional analyses showed no significant differences ($p > .05$) when sex-role orientation and self-esteem were compared with student family socioeconomic status or primary family wage earner status.

In terms of sex-role development in late adolescence, the most important finding of this study is that endorsement of an androgynous orientation promotes the highest mean level of self-esteem, irrespective of gender or secondary academic training. The implication of this finding is that adolescent society is changing and not restricted to stereotypic molds as hypothesized. Some students will undoubtedly choose to follow traditional sex-typed roles, however, factors independent of sex and school are encouraging the development of new behavior patterns. It is hoped that the changes which are occurring will lead to further development of potential in a greater number of individuals in American society.

A MODEL FOR THE EVALUATION OF STUDENT WRITING

Order No. 8117082

MCCAIG, ROGER A., ED.D. *Wayne State University*, 1981. 161pp.

Purpose. The purpose of the study was to develop a validated model for the evaluation of student writing in grades 9-10.

Procedure. The dependent variables for the construction of the model were the consensus ratings of a systematic sample of impromptu student writing on seven levels of proficiency. The independent variables were the data collected from an analysis of nineteen primary traits hypothesized to relate to the overall ratings. The method included these levels of analysis: (1) Correlation analysis, using the Pearson Product Moment method, to investigate the relationship between each of the primary traits and the overall ratings. (2) Percentile distributions of the data for each of the primary traits to determine the high-ness or low-ness of the data within the research sample and to project the findings to the entire student body from which the samples were collected as a test of the reasonableness of the findings. (3) Profile analysis to investigate the manner in which performance in the various traits of writing combines to influence the judgments of teacher evaluators.

Findings. A seven-level ladder-type evaluation scale was constructed from an interpretation of the findings. The scale sets forth a model of the relationships between each of the critical traits and the overall ratings, including the level(s) at which each trait appears to enter into the evaluation process. Some traits were found to be critical in determining placement on certain levels in the low zones of the scale, and other traits were found to enter the evaluation process in the high zones of proficiency.

The findings imply a theory of evaluation and contain several useful conclusions about student writing. The evaluation model has many potential uses as a measurement tool for research, evaluation, and instruction.

AN EXAMINATION OF THE QUALITY OF FOURTH GRADE CHILDREN'S CREATIVE WRITING RESULTING FROM THREE APPROACHES OF MOTIVATION INVOLVING STIMULUS, QUESTIONING, AND VERBAL INTERACTION. (VOLUMES I AND II)

Order No. 8114283

MCNULTY, DARLENE MARIONETTE, PH.D. *The University of Iowa*, 1980. 822pp. Supervisor: Professor Beatrice A. Furner

The purpose of this study was to gain empirical evidence concerning the effects of three methods of instruction for stimulating creative writing in fourth grade children. The three methods involved motivating creative writing with a stimulus and questioning strategies which involved verbal interaction, a stimulus with questioning strategies and no verbal interaction, and with questioning strategies alone.

A major aspect of the study was the implementation of three series of researcher planned creative writing lessons on broad topics. Twelve lessons were implemented by the classroom teacher every two to three weeks from September, 1977, to March, 1978 to explore the effects of such treatments on the overall quality of writing and on syntactic development.

The following questions warranted specific analysis and discussion: (1) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus with questioning strategies and verbal interaction between the students and the teacher compare with children who were involved with the same stimulus and questions for internal response but who were not involved in verbal interaction? (2) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus with questioning strategies and verbal

interaction between the students and the teacher compare with those students who received a set of questions for internal response, but who were not involved with verbal interaction or a stimulus? (3) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus and questioning strategies for internal response and no verbal interaction compare with children who received a set of questions for internal response, but who were not involved with verbal interaction or a stimulus?

The experimental sample was composed of 260 children, five males and five females randomly selected from 26 fourth grade classrooms from ten Iowa public elementary schools. Samples from 158 children in ten additional classrooms were used to control for the effects of pretesting and the order of stimuli.

Lessons were designed that encompassed a methodological procedure which involved: (1) a motivation period on a broad topic in order to generate interest, (2) a crystallization time, (3) a writing time, (4) sharing of ideas, and (5) follow-up activities.

Two pretests and two post-tests each motivated by a film or a story, respectively, were administered to determine student writing level at the initiation and conclusion of the experimental study.

Following collection of the data, two assessments were carried out by teams of trained raters. The first involved holistic scoring which entails a reader's impression of the whole piece of writing. The second provided a measure of syntactic development using T-unit Analysis.

Based on the statistical results found in the study it can be concluded that: (1) The overall quality of writing of children who participated in planned experiences consisting of motivation with the use of questioning for internal response was significantly better than stories that were motivated with only a stimulus and questioning for internal response. (2) Although the mean scores of children who were motivated with questioning and internal response were greater than for those children who were motivated with a stimulus, questioning, and verbal interaction these differences were not significant. (3) The overall quality of writing was greater for children motivated with a stimulus, questioning, and verbal interaction than with the same stimulus and questioning for internal response, although the differences were not significant. (4) At the fourth grade level the overall quality of writing is in favor of females. (5) The overall mean scores on mean T-unit length and other syntactic variables that were considered in this investigation were in favor of females.

A SURVEY OF THE ADVANCED COMPOSITION AND ENGLISH LANGUAGE AND LINGUISTICS COURSES IN TEACHER EDUCATION COLLEGES AND UNIVERSITIES IN SELECTED SOUTHERN STATES

Order No. 8117202

MILLER, BERNICE JAUDON, PH.D. *Indiana University of Pennsylvania*, 1981. 188pp. Chairman: Patrick Hartwell

The purpose of this study was to determine the nature and extent of curricular offerings in advanced composition and English language and linguistics courses for the pre-service English education majors. The investigation sought answers to the following questions: (1) What was the nature of institutional and departmental data as they might have affected the curricular offerings in advanced composition and English language and linguistics courses? (2) To what extent did curricular offerings in advanced composition reflect recent compositional trends and practices? (3) What was the extent to which theoretical concerns in English language and linguistics courses were emphasized in the surveyed schools?

Population. The sample was based upon eighty-nine respondents from a total of forty-six four-year teacher education colleges and universities in selected Southern states comprising; the population were Louisiana, Mississippi, North Carolina, South Carolina, and West Virginia.

Procedure. This study involved: (1) construction and mailing of three questionnaires--(A) For English Department Chairman, (B) Advanced Composition, and (C) English Language and Linguistics; (2) the collation, tabulation, and analyses of data; (3) reporting of the findings; and (4) the presentation of the summary, conclusion, and implications.

Findings and Conclusions. The analyses of data based on the eighty-nine responses revealed the following: (1) Institutional and departmental data, along with specified emphases, might have affected the curricular offerings in advanced composition and English language and linguistics courses. Similarly, procedures and emphases in the English departments affected the staffing of upper division courses, their content and materials, and the evaluation for advanced composition. (2) Methodology, content, and evaluation in advanced composition for English education majors were found, for the most part, to be traditional. However, some findings did show evidence that some of the recent compositional theories and practices were used in the course. (3) An overwhelming majority of the schools in the surveyed population did offer two or more courses in English language and linguistics. Yet the emphases on theoretical concerns remained traditional, albeit findings did reveal that some consideration was being given to transformational grammar, semantic linguistics, regional, social, and local dialects.

PARTICIPATING TEACHERS' PERCEPTIONS OF AND ATTITUDES TOWARD A NATIONAL WRITING PROJECT WORKSHOP

Order No. 8120118

NILSSON, BETH ANN WATKINS, PH.D. *Georgia State University - College of Education*, 1981. 260pp.

Purpose. The purpose of this study was to describe the participating teachers' perceptions of and attitudes toward the Summer Invitational Workshops held by the Southeast Center for the Teaching of Writing (SCTW). Functioning for three years as one of the National Writing Project Centers, SCTW conducted four workshops aimed at improving student writing by bringing together enthusiastic writing teachers from all levels and having them share successful techniques, engage in personal writing, and investigate current theory and research.

Methods and Procedures. The research was conducted in two phases. First, of the 80 participants who completed workshops, 60 responded to a three-part mail attitude survey, created for this study. The first part of the survey elicited responses regarding participants' perceived attitudes before and after the workshop toward 43 teaching strategies. These data were analyzed using t-tests for nonindependent samples to determine the statistical difference between means of before and after responses. The second part of the survey consisted of seven items which required participants to rate the workshop in terms of its applicability. These responses were analyzed by totaling scores and finding means. The third part of the survey, consisting of descriptive data about respondents and their overall rating of the workshop, was analyzed by tabulating totals and means where appropriate.

The second phase of the study included the content analysis of eight intensive interviews of subjects who were chosen in a stratified random sample from the respondents in the mail survey. Analysis was conducted first for each individual assigning a system of enumeration to each of the responses to categories in the Interviewer's Guide, designed for this research. Next, the researcher compiled the combined responses of all subjects across all categories.

Results. Analysis of the mail attitude survey data revealed that participants changed significantly in their attitudes toward teaching strategies. They also found the workshop ideas applicable to their teaching situations and rated the workshop as being a very valuable experience for them. Content analysis of the interviews verified and expanded the findings from the mail questionnaires.

Conclusions. The following conclusions were drawn from the study. (1) With only few exceptions, participating teachers were highly enthusiastic about their experiences with SCTW and perceive them to have had an impact on their teaching of writing. (2) Teachers receiving SCTW training perceived that they could use workshop strategies in their teaching situations and demonstrated significant change in attitudes toward using workshop strategies. (3) After the workshop experience, participants more often taught writing as a process rather than as a product, used a variety of techniques to teach writing, and involved students in the writing and editing process through the use of peer response groups. Teachers also increased the amount of student writing they required. Further, they perceived that they were more tolerant of dialect differences and open to modifying or changing their methods of teaching grammar and mechanics. (4) Participants viewed themselves as being more enthusiastic toward the teaching of writing and more confident in their own abilities to do a good job. (5) After the workshop, participants more often perceived themselves as writers who could share their writing and writing experiences with their students. (6) Participants were more interested in conducting and learning about research in the teaching of writing after the workshop experience. (7) Participants were positive about presenting inservice workshops and felt qualified to conduct them. (8) Participants offered several suggestions for improving future workshop programs; however, they were extremely supportive of the efforts SCTW had made in the past.

AN ANALYSIS OF THE EFFECTS OF TWO METHODS OF TEACHING REMEDIAL COMPOSITION Order No. 8109295

OVERTON, BETTY JEAN, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 109pp. Major Professor: Warren Titus

This study compares the effectivenes of two teaching methods in remedial composition skills. The comparative effectiveness of each method was evaluated by statistical analysis of test scores and composition grades from an experimental and control group. The experimental group participated in instruction which was designed to eliminate grammatical usage errors through individualized student conferences with an instructor. The control group participated in a traditional lecture-demonstration course.

Four remedial composition courses participated in the study. The researcher served as instructor for all classes. Two classes were taught using the conference method and two used the traditional method. Forty students were enrolled in the experimental course and thirty-eight students were enrolled in the control course. The effectiveness of the two models was determined by comparing diagnostic and achievement test scores and pre- and postwriting grades. The hypothesis proposed that: (1) Students participating in the experimental method would achieve higher test scores on the achievement tests than would students using the control method. (2) Students participating in the experimental method would show a greater decrease in serious grammatical and usage errors in written compositions than students using the control method.

The statistical analysis of the data found no significant difference in the effectiveness of two methods used in this study. However, an attitudinal survey revealed that the students preferred the control method over the experimental method.

From the sampling used in this study, individualized conference sessions do not seem to eliminate students' grammar and usage errors more effectively than does the traditional approach. It is recommended that further research be done using the two methods over an extended period of time. Also it is recommended that the two methods be used to study other features of writing such as organization and development techniques.

AN EVALUATION OF A HUMANITIES-ORIENTED, COGNITIVE STIMULATION MODEL TO IMPROVE DESCRIPTIVE WRITING DEVELOPMENT OF UNDERPREPARED COLLEGE FRESHMEN Order No. 8117643

PHILLIPS, CHARLOTTE SMITH, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1981. 165pp. Supervisor: Dr. Fred M. Smith

The primary purpose of this investigation was to test the efficacy of a humanities-oriented, cognitive stimulation unit, incorporating visual and verbal stimuli, observation practice, inferencing skills, and prewriting, on underprepared college students' ability to write descriptive compositions.

Two randomly assigned 0006 freshman composition classes at Louisiana State University represented the population group. These students were judged to be deficient in basic level composition skills after having been tested on the ACT and after having written diagnostic compositions. During the Fall, 1979 semester, the forty-five students tested in this investigation represented a larger population group of 1,219 students identified as "Basic Skills" students who were enrolled in a total of fifty-eight sections of remedial-level courses. Both the experimental and the control groups wrote descriptive compositions during a fifty-minute class period before and after the nine-week treatment period. The experimental group experienced a humanities-oriented, cognitive stimulation unit, constructed and taught by the investigator, while the control group received the traditional, grammar-centered, writing practice instruction drawn from the course syllabus recommended for 0006 English students by the Freshman Departmental Staff at LSU.

An original, pilot-tested analytical rating scale, listing eight criteria for effective descriptive writing, was used by five readers in a controlled reading setting to measure the effectiveness of pre and posttest compositions. An analysis of covariance and t-tests were used to determine what statistically significant differences occurred between the two groups. An additional treatment by level analysis of gain scores was used to ascertain a possible interaction effect of English ACT scores on high and low student responses to the experimental treatment. In addition to these statistical analyses, a subjective analysis of six selected posttest themes, the three best ones from each group, was conducted to determine what, if any, rhetorical differences existed in the experimental and the control group compositions.

Consideration of the statistical data compiled during this investigation appeared to warrant the following conclusions: (1) The experimental group and the control group both improved their descriptive writing skills significantly. (2) Although mean scores pointed toward slightly greater improvement in descriptive writing skill among students in the experimental group, these gains were not statistically significant at the .05 level. (3) A treatment by level analysis of the gain scores suggested a differential effect of the experimental treatment on reluctant writers whose ACT verbal aptitude scores were above and below the group median of twelve. Maximum gains were made by the higher ACT group (with scores of 13-17). Minimum gains were made by the lower ACT group (with scores of 12 or below).

The primary implication for teaching and research revolved around the third conclusion. The positive response to the experimental treatment by the more capable writers suggested that the humanities-oriented, cognitive skills approach may be an effective tool for teaching descriptive writing. This conclusion is strengthened further by the fact that the high ACT group under the controlled, grammar-centered treatment failed to demonstrate comparable writing growth.

The subjective analysis of six selected compositions indicated superior ability among the experimental group writers to do the following tasks when writing: (1) to focus their descriptions around a controlling idea or dominant impression; (2) to expand their compositions by including more relevant, supportive, and representative facts, details, and observations, thereby producing more inclusive, unified compositions than their counterparts in the control group; (3) to approach their subjects with more intense imagery, more engaging voice, and more effectively organized frameworks.

THE DESIGN AND TESTING OF A FOCUSED AND SEQUENCED FREE WRITING APPROACH TO A FIRST COURSE IN COMPOSITION FOR TWO-YEAR COLLEGE STUDENTS Order No. 8118447

REYNOLDS, HAROLD MARK, D.A. *Carnegie-Mellon University*, 1981. 193pp.

The main purpose of this study was to expand the free writing heuristic into an entire first course in composition for two-year college students by designing an extensive series of focused free writing assignments which were sequenced in a deliberate movement from the personal and egocentric to the world-centered and abstract. No text was used in the experimental course, and all instruction centered on student-produced material from the focused and sequenced free writing design, moving from initial free writings to first drafts, to eventual polished and structured compositions. A second purpose of this study was to test the effectiveness of the experimental course when compared to a regular first course in composition for two-year college students in which no free writing was used.

The author taught concurrently both the experimental course and a traditional course with no free writing. At the conclusion of the courses essays from students in both classes were evaluated holistically using an analytic scale to determine effects of treatment in the experimental course. Computer analysis of the statistical results indicated no significant differences on any of three dependent variables measured: writing performance as indicated by essay rating scores on pre- and posttest essays, fluency counts on pre- and posttest essays, and T-unit length counts on pre- and posttest essays. Evaluations from students in the experimental class, however, did indicate a high degree of pedagogical success for the experimental method, as did subjective impressions of the researcher.

In this study significant differences were found to exist between test groups prior to treatment. Therefore, a similar study is needed under conditions in which random selection of participants is possible. Because students responded enthusiastically to the focused and sequenced free writing design, further research into free writing as a method of teaching composition and further development of free writing methodology should be encouraged.

THE COGNITIVE DIMENSION OF WRITER'S BLOCK: AN EXAMINATION OF UNIVERSITY STUDENTS

Order No. 8121047

ROSE, MICHAEL ANTHONY, PH.D. *University of California, Los Angeles*, 1981. 338pp. Chair: Professor Richard J. Shavelson

The purpose of this study was to demonstrate the existence of a cognitive dimension to writer's block. That is, that some fundamentally competent writers might be stymied not by emotional difficulties, as is popularly imagined, but, rather, by primarily cognitive limitations and problems like rigid composing rules, inadequate or inflexible discourse plans and strategies, misleading assumptions about writing, conflicting rules, plans, or assumptions, editing too early in the composing process, and evaluating with inappropriate or inadequately understood criteria.

A definition and preliminary model of writer's block were posed and an identifying questionnaire was developed. Refined over five administrations, the questionnaire's items, which were categorized under five subscales, contained indicants of blocking (e.g., "It is awfully hard for me to get started on a paper") as well as indicants of cognitive/behavioral and cognitive/attitudinal processes (e.g., "When I write first drafts, I try to make them grammatically perfect"). Behavioral items provided a way to identify without relying on the possibly misinterpreted term "writer's block," and cognitive/behavioral and cognitive/attitudinal items made possible further classification of types of blockers. On the final administration, the questionnaire was given to 351 undergraduates ranging from freshmen to seniors, mathematics to English majors. Reliability analyses demonstrated that the questionnaire was psychometrically sound (median alpha coefficient: .82), and correlation and regression analyses supported the study's conceptualization of writer's block by demonstrating positive moderate relationships between Blocking (the behavioral subscale) and the cognitive/behavioral and cognitive/attitudinal subscales.

Ten of the 351 students were then selected--based on a mix of extreme high and low Blocking and varied other subscale scores--for a further study, a stimulated recall exploration of the composing processes of blockers and nonblockers. Each student wrote an essay on a single, typically complex univeristy topic. The student's composing was videotaped and, immediately upon completion of the essay, the tape was replayed and the student was questioned about his or her behaviors--e.g., pausing and lining-out. (The assumption here, adopted from Benjamin Bloom, is that viewing the tape will stimulate recall of mental processes occurring during composing.) The student's commentary was audiotaped and transcribed.

Student essays, tapes, and transcriptions (called protocols) were then analyzed. Essays were evaluated with an analytic scale; prewriting time and pausing time were measured from the videotape; and words produced and deleted were tallied from scratch paper and essays. More importantly, the protocols were analyzed from the perspective of the study's cognitive orientation; that is, expressions of rigid rules, misleading assumptions, etc., were tallied. Because the number of students in this segment of the study was, of necessity, small (six blockers, four nonblockers), tests of statistical significance were deemed inappropriate, but the direction of the results of the foregoing analyses consistantly supported the study's model. (And, as well, supplied, admittedly limited, evidence of the questionnaire's validity.) Generally speaking, blockers, as opposed to nonblockers, spent more time pondering, turned in shorter essays, and received lower evaluations on those essays; they voiced more rigid composing rules, misleading assumptions, negative evaluations, and fewer functional composing strategies. Furthermore, they were conflicted more often and more frequently edited their work prematurely.

In addition to comparative tabulations, the study's data were also written up in ten case studies, some of which provide dramatic illustration of the study's cognitive precepts.

SYNTACTIC AND RHETORICAL ORGANIZATION AND THE TEACHING OF FRESHMAN COMPOSITION Order No. 8117924

ROSEN, LEONARD JAY, PH.D. *The American University*, 1981. 44pp.

The purpose of the proposed research is to explore the relationship presumed to exist between the syntactic and rhetorical components of compositions and to determine an appropriate method of instruction based upon that relationship. Grammarians and rhetoricians agree that there are two dimensions (syntactic and rhetorical) to "well-formed" sentences, but they disagree as to which element has primacy over the other. Grammarians argue that the principles underlying sentence-level meaning account for paragraph and essay-level meaning; rhetoricians argue the reverse. The present research is designed to explore the possibility that both explanations are correct, that syntax and rhetoric are *autonomous* components of compositions but that they also operate according to *one* set of perceptual principles--*analysis and synthesis*--which is applied differently at the levels of the sentence and the paragraph/essay. Thus, a student whose syntactic and rhetorical skills develop at different rates might produce a composition that is organized intelligently at the level of the essay but is executed poorly at the level of individual sentences (and vice versa). The claim has direct importance for the teaching of composition: if the same perceptual principles (analysis and synthesis) can be observed to operate at the levels of the sentence and the paragraph/essay, then one could expect the writing of students to improve to the extent that these principles are made explicit in the composition classroom.

The proposed experiment is designed to test the validity of this claim. Twelve freshman-composition classes at The American University are involved in the experiment. Three groups will receive explicit instruction in the principle of analysis and synthesis as it applies to the writing of compositions. Three groups will receive such instruction for the level of the sentence and three more for the level of the paragraph/essay. The remaining (control) groups will receive no such instruction. The research design predicts that the writing of students who receive explicit instruction in analysis and synthesis will be judged superior (holistically and along dimensions of rhetorical and syntactic maturity) to the writing of students in the other groups.

Having presented the research proposal, the author offers a critique of a pilot study conducted at The American University (during the fall semester, 1980), upon which he based his proposal. He then demonstrates the usefulness of the theoretical orientation underlying the experimental design by conducting a "close reading" of a student's paper.

FUTURE PRIORITIES FOR COLLEGE AND UNIVERSITY WRITING CENTERS: A DELPHI STUDY Order No. 8124699

SCANLON, BETTYE BENE, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 154pp. Major Professor: Ralph E. Kirkman

College and university writing centers expanded rapidly during the 1960s and 1970s in attempting to teach writing to the changing student population. Generally, writing centers adapted their functions according to individual institutional needs, struggled for acceptance as a stable part of the curriculum, and through inquiry and innovation explored productive methods of teaching writing to students from various educational and cultural backgrounds. Yet literature indicates collective planning for their development and expansion is nonexistent.

In this study I establish guidelines for writing center development based on priorities experts determine as most crucial for successful writing center operation. To generate these priorities, I employed a modification of Rand Corporation's Delphi technique in an anonymous, three-round survey of selected writing center directors. In Round I, I sent questionnaires to twenty-six panelists agreeing to participate and asked them to list three to five priorities for a college or university writing center over the next five years. When I received this information, I reduced the list to thirty-seven generic priority statements. In Round II, I mailed respondents an introductory letter and Questionnaire 2, which consisted of Round I priorities expressed as generic statements with instructions for participants to rate each item's importance. I obtained results from this round by attaching a numerical value to each response from most important to least important. With the return of twenty-two usable responses to Questionnaire 2, I tabulated responses to determine consensus for each item. In Round III, I forwarded an introductory letter and Questionnaire 3 to each Round II respondent. On this questionnaire I compiled three columns of revised information for each item and a fourth column for the participant to enter a new rating. I asked participants to reconsider their original rankings and attempt to reach a group consensus on each item. The seventeen employable responses to Round III formed a hierarchical list of twenty priorities for future functions of college and university writing centers: address students' immediate needs; help students become self-directed, independent writers; build students' confidence; help students with advanced writing tools; secure administrative and faculty support; integrate the writing center into an academic department; integrate writing skills instruction into the total university curriculum; assume responsibility of teaching all grammar transcription skills; employ only instructors and directors who desire the position; open services to entire university; regularly evaluate the program; develop a faculty

resource reference center, encourage administrations' support of remedial programs; augment English graduate student training; teach written language conventions as conventions; teach critical thinking; develop a basic skills file; discourage academic failure "dumping ground" image; augment teacher education program; and expand teaching materials.

Few clear breaks occurred between the means of successively ranked priorities; therefore, I considered an arbitrary grouping with three groups of statements arranged from more important to less important. I also included a fourth group--the seventeen unranked items from Round II. Then I examined these priorities as a basis for developing guidelines.

To develop guidelines I arranged statements into four areas and subgrouped them according to experts' recommendations for priority consideration. The four areas include (1) establishing writing center philosophy of service to students, (2) creating administrative policy, (3) expanding services, and (4) providing teaching and research models. Subgroups include (a) priorities requiring immediate attention (those ranked by experts) and (b) those deserving secondary consideration (unranked statements). This arrangement allows a writing center director or planning committee to review goals and state of writing center development with a broad outline of recommendations allowing expansion either in one particular area or throughout the broad pattern.

ONE-TO-ONE: AN EXAMINATION OF A STAGE/PROCESS TUTORIAL MODEL FOR TEACHING ENGLISH COMPOSITION

Order No. 8124323

SHOOK, RONALD RAY, PH.D. *Indiana University of Pennsylvania*, 1981. 109pp. Chairman: Dan J. Tannacito

This study was conducted with four sections of freshman composition at Brigham Young University - Hawaii Campus, to test a modified version of Roger Garrison's one-to-one tutorial concept. The basic tutorial method was modified so that the series of conferences between student and teacher became the dominating and discriminating nature; texts, assignments and general class outline were kept the same in both the experimental and the control groups. The method was further modified to be used in modules.

Four hypotheses were presented and tested: (1) Garrison taught students would write more syntactically mature prose, as measured by free modification analysis, (2) Garrison taught students would write better prose as evaluated holistically, (3) Garrison taught students would have less writing apprehension as measured on a writing apprehension test (WAT), and (4) teachers using the Garrison method would feel better about the job they were doing, and about teaching composition in general, than they had with a traditional approach.

The students' first two and last two out-of-class essays were collected and typed according to a common format, slightly edited to eliminate spelling and slight syntactic errors, and were then evaluated blind by free modification analysis and general impression scoring. Hypothesis (1) was accepted, as the experimental group wrote significantly more mature sentences. Hypothesis (2) was rejected, as there was no significant difference between experimental and control groups on holistic evaluation. However, in both measures, an interesting pattern emerged. Those students who began freshman composition with below average skills made good improvement (the experimental groups still significantly more than the control for *both* measures), but those students who were above average to begin with made some gains in the experimental group, but lost ground in the control group. Hypothesis (3) was rejected, as there was no significant difference between control and experimental groups on writing anxiety. Hypothesis (4) was accepted, as interviews with Garrison method teachers, most of whom were using it for the first time, showed them to consider it a superior method of teaching composition, and one which eliminated several of the drawbacks of teaching writing, while at the same time enhancing student/teacher relationships.

THE EFFECTIVENESS OF A FRESHMAN COMPOSITION VALUES CURRICULUM FOR DEVELOPING COMPETENCY IN THE PRESENTATION OF ALTERNATIVE IDEAS IN WRITING

Order No. 8118216

WINDER, BARBARA DIETZ, D.A. *State University of New York at Albany*, 1981. 190pp.

Several authorities in the field of teaching writing define good writing as the logical development of alternative ideas. The purpose of this study was to develop a values curriculum to help students to develop competency in the presentation of alternative ideas in writing. The cognitive developmental approach was selected to accomplish this purpose. This approach is based upon Piaget's staged, sequential developmental psychology which states that with the development of formal operations, individuals become capable of thinking in terms of alternatives. In Piaget's theory "decentering" allows the individual to move from a concern for solely his own experience and perceptions to an understanding of the perspectives of others. The curriculum developed for the study combines the Moffett curriculum, a sequence of writing assignments which are designed to help the writer to decenter, and Kohlberg's moral dilemmas. These dilemmas represent Kohlberg's modification of Piaget's theory to include the idea of social role-taking as the developmental key to understanding the perspective of another person.

The study makes three predictions: (1) that the curriculum would move the students to a higher stage of moral development; (2) that the students would grow in their ability to present alternative ideas in writing; and (3) that the students' ability to present alternative ideas in writing would be associated with their growth in moral development.

The sample consisted of an experimental group (N = 19) and a control group (N = 17) who were students in college freshman composition classes. All the students were pre-tested to establish their level of principled thinking and their ability to use alternative ideas in writing. The Defining Issues Test, a standardized test for principled thinking, and an essay test were administered. The essay test was separated into two writing tasks, one on the Equal Rights Amendment and one on compulsory education. Half of the students wrote on the E.R.A. for the pre-test, and half wrote on compulsory education. This procedure was reversed for the post-test which was administered at the end of the fifteen-week semester, when both of the groups were also administered the D.I.T. as a post-test.

The researcher scored the D.I.T. on the basis of a standardized scoring procedure. The writing samples were evaluated for five primary traits and were scored by three judges who were trained by the researcher.

The design used in this study is a pre-test post-test control group design. This design was used to obtain "sampling equivalence" when, as in this case, it is not possible to randomly select members of each group. The pre- and post-test data obtained from the D.I.T. scores and the primary trait scores obtained from the essays were analyzed by the t-test. Mean change scores were used to present differences in performance on pre- and post-test essays. None of the three predictions reached a level of statistical significance; however, the third prediction that the experimental group would, as a result of the values-oriented curriculum, demonstrate a rise in both principled thinking and in the ability to state alternative points of view in writing, was borne out for students who were administered the compulsory education essay as a post-test. This finding suggests that if the subject of the essay question is one about which students do not have emotionally-laden pre-conceived ideas, a values curriculum can teach them to use more alternative ideas in their writing. It also suggests that before the researcher administers a writing task, it would be important to determine the effect of this subject upon a particular population.

Because of the small sample and the effect of the E.R.A. question on the scores, it was difficult to prove that this approach would improve writing performance. Secondly, the fifteen-week semester is too short for students to assimilate the skills required by this curriculum. Careful selection of the essay tests and a longer time period allotted for the learning process are the two factors that would allow for a more effective test of this curriculum.

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